

The Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 123†

L<sub>4</sub>

( April to July, 1932.  
Sept. to Dec., 1932, overseas. )

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM IV. (A & B).

(Ages 13 to 15.)

PUPILS' NAMES.....

.....

Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

A & B *Old Testament History*,\* by J. M. Hardwich and H.  
Costley-White, D.D. (Murray, 3/6), Vol. I., pp. 100-188,  
with introduction and appendices (from *Genesis*, chapter  
35, to *Exodus*, chapter 15). *St. John's Gospel*\*  
with Commentary by Bishop Walsham How (S.P.C.K.,  
9d.), chapters 8-14. *The Saviour of the World*,\* Vol.  
III. (P.N.E.U. Office, 3/-), pp. 129-187, with Bible pass-  
ages from the index.

For reference : *Helps to the Study of the Bible* (new edition, Oxford  
Press, 8/6). Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all  
names of persons and places. Philip's *Handy Scripture Atlas*\*  
(1/-). *Historical Geography of the Holy Land*, by S. R. Macphail  
(Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix  
for Teachers and Parents*).

† The 123rd term of work set since the Parents' Union School began.



For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19 Old Queen Street, London, S.W. 1, (2/6 a year); or, *Lectiones, 1932* (Spottiswoode, 1d.). *St. John's Gospel in French* (Bible Society, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). Bunyan's *Holy War* (R.T.S., 3/6). Sam Pollard *of China*, by W. Pollard (Seeley Service, 6/-).

- A *The Land of Troy and Tarsus*, by J. E. Wetherell (R.T.S., 7/6), pp. 11-130. *A Merry Mountaineer* (Clifford Harris of Persia) (C.M.S., 1/-).

Sunday Occupations: A Book of Centuries (see under General History). Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

#### Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7, 8 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed. *The Little Oxford Dictionary* (Oxford Press, 1/6).

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see under *Our Work* in the April Parents' Review).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

- A *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 152-179 (with suitable exercises from the end of the book).  
B *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 139-158, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9), pp. 82-102.

#### Literature. (See N.B. 1.)

- A & B *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 397-447. Shakespeare's *King Lear*\* (Blackie, Plain text, 6d.). Scott's *Peveril of the Peak*\* (Dent, 2/-). Milton's *Paradise Lost*, Book II.\* (Oxford Press, 1/3, or, *Complete Poems*,\* 3/6).

Read poetry daily.

Shakespeare to Hardy, *An Anthology of English Lyrics*\* (Methuen, 1930 Edition, 3/6).

*A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### English History.

- A & B *A History of England*,\* by Cyril Robinson, Vol. II. (Methuen, 3/6), pp. 188-231, and Vol. III. (3/6), 1-25 1660-1702; or, IV.B only, use Arnold-Forster's *A History of England*\* (Cassell, 8/6), pp. 494-557 (1649-1702).

Make summaries of events and dates, and finish a chart of the 17th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (Times Office direct 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part V. (17th Century), (Batsford, 3/-). *History Charts* (P.N.E.U. Office, 6d.).

#### General History.

- A *Medieval and Modern Times*,\* by J. H. Robinson (Ginn & Co., 10/6), 387-411 (omitting set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 140-200 (omitting set questions).

- B *Hellas the Forerunner*,\* Vol. I, by H. W. Household, M.A. (Dent, 3/6), pp. 100-136. *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 167-199.

- A & B Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards; see catalogue to be had from the Museum.

Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

#### Citizenship.

- A & B *Ourselfs*,\* Book I. (Kegan Paul, 4/6), pp. 48-72. North's *Plutarch's Lives: Pericles*\* (Blackie, 10d.).

- A *Hellas the Forerunner*,\* Vol. II, by H. W. Household, M.A. (Dent, 3/6), pp. 154-181.

- B *The Golden Fleece*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 13-63.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).



### Geography<sup>1</sup>

Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration. Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.

A & B *Ambleside Geography Book V.*,\* 1931 edition, (Kegan Paul, 5/-), pp. 86-128 (China, Japan, Africa).

A Huxley's *Physiography*\* (revised edition, Macmillan, 5/-), pp. 361-415. Some account of the physiography of your neighbourhood.

B Geikie's *Physical Geography Primer*\* (Macmillan, 1/9), pp. 46-91.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 2/6).

### Natural History, Botany and Geology.<sup>1</sup>

A & B *Elementary Studies in Plant Life*,\* by F. E. Fritsch and E. J. Salisbury (Bell, 3/6), pp. 91-96; 102-124; 181-187.

A *The Elements of Geology*,\* by M. A. Johnstone (Nelson, 3/6), pp. 58-105, with a good map of the British Isles; some account of the geology of your own neighbourhood.

B *Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 64-122.

A & B Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.

For special studies suitable to season and climate, see *Nature Rambles*, Vol. II.: *Spring to Summer*; also *Nature in the Garden*, Vol. I., both by Edward Step, F.L.S. (Warne, 2/6 each). *S.N.S.U. Leaflets*, Nos. 19 and 42, *Grasses* (2½d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.

### General Science, Physiology.

A *The Stars in Their Courses*,\* by Sir J. Jeans (Cambridge Press, 5/-), pp. 99-153.

B *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 57-112.

A & B *Physiology for Girls*,\* by M. A. Johnstone (Blackie, 3/-), pp. 46-90.

### French.<sup>2</sup> (See N.B. 4.)

*L'Enseignement Littéraire du Français*,\* by J. Molmy, Vol. I. (Hachette, 2/6), lessons 13-18, inclusive, or continue. Teacher study preface. Reference for grammar, Larive and Fleury's *La Deuxième Année de Grammaire* (Hachette, 2/6). Read and narrate *La Bête dans les Neiges*,\* by Francisque Parn (Nelson, 2/-), pp. 57-109. Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set). Read from a French Gospel (see under Bible Lessons).

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

### Latin. (See N.B. 4.)

A & B *A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A., (Oxford Press, 3/-), 43-52, inclusive, or continue.

A Virgil's *Æneid*, Books I.-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 69-82.

### German.<sup>2</sup> (See N.B. 4.)

A & B *Primary German Course*,\* by O. Siepmann (Macmillan, 3/-), Lessons 13-15, inclusive, or continue. Teacher study preface.

A For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), Hercules Nos. 17-21, and Heracles.

### or, Italian.<sup>2</sup> (See N.B. 4.)

A & B *Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 5/-), Lessons 16-18, or continue.

A For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 29-36 (inclusive).

*The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. Also, for conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).

### Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. Teachers' Books are essential.

*Fundamental Arithmetic*, Pupil's Book V.\* (University of London Press, 1/1), with Teacher's Book V. (2/3). A. (2nd Term), pp. 80-96; B. (2nd Term), pp. 21-39. *Arithmetical Dictation*, Book V. (U. L. P. 1/3), (A). Exs. 321-330; (B), Exs. 262-278.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

### Geometry. (See N.B. 4.)

*A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 4/6), pp. 78-83 and 86-90 (1st term); or, continue.

*The School Set of Mathematical Instruments*\* (P.N.E.U. Office, 1/- or 2/-).

### Algebra. (See N.B. 4.)

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 73-76 and 89-91 (1st term), or continue.

### Picture Study and Architecture.

Study, describe, and draw from memory details of six reproductions of pictures by Watts\* (P.N.E.U. Office, 2/- the set): see the special notes for teachers only in the April Parents' Review; also *Home Education* and *School Education*.

A *The Story of Architecture*,\* by F. L. Waterhouse (Batsford, 6/-), pp. 59-105.



#### Painting, etc.

Studies of landscapes, garden and road perspective. Original illustrations (e.g., scenes from Literature studied) and simple memory drawings.

Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see *Our Work* in the April *Parents' Review*).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *The Way to Sketch*, and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6 each), *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

#### Music Appreciation.

The work of Dvořák; see (a) article, and (b) records suggested under *Our Work*, in the April *Parents' Review*.

#### Music; Piano, etc.

*Music and its Story*, by R. T. White (Cambridge Press, 5/-).

Choose and learn suitable compositions. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

#### Singing and Ear Training.

Three English songs and three French songs.

*The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

*Fifty Steps in Sight-Singing*, by Arthur Somervell (Curwen, 2/6), take three lessons, with suitable exercises from *The Rapid Sight Reader*, by Arthur Somervell (Boosey, 3d.).

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

#### Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 145 and 146. Two hymns. A scene from *King Lear*, and two poems from anthology set.

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B *Homer's Odyssey*\* (the Dutcher and Lang translation, Macmillan, 5/-). Books 13-16. *Pioneers in Tropical America*,\* by Sir Harry Johnstone (Blackie, 3/6). pp. 99-212. *Lorna Doone*,\* by R. D. Blackmore (Dent, 2/-).

A *Passages from Pepys's Diary*\* (Blackie, 10d.).

B *Herodotus: Stories and Travels*\* (Dent, 1/4), pp. 135-169.

#### Drill, etc. (Choose new work each term.)

Daily drill, dancing or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. Use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances, Series III.* (Ling Association, 11d.).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Tennis.

#### Work: Crafts, etc.

Do some definite house or garden work.

Use *Practical Housecraft Series*; (1) *Housewifery*; (2) *Cookery*; (3) *Laundry* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

*Individual Work in Cardboard Modelling, Book II.* by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St. Leicester.)

(b) Claymodelling: make six models.

*Claymodelling*, by H. Unwin (Longmans, 4/6), or, *Clay Work*, by K. M. Lester (Batsford, 4/6).

(c) Sewing: cut out and make a garment, and do some embroidery. Knit a garment.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, (c) Boys: make models in woodwork.

*101 Things for a Boy to Make*, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

*The Carved Cartoon* (a play adapted by E. N. Rittershaus), (Sheldon Press, 6d.).

For drawing and all handicrafts, teacher should consult *Drawing Design and Craftwork*, by F. J. Glass (Batsford, 12/-).



## GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A. Form IV.B is the old Second Year Form III.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked \*, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

# Parents' National Educational Union.

## The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

FORM IV. (A & B).

PUPILS' NAMES.....

.....

### Bible Lessons.

- I. 1. . . . " Ye thought evil against me ; but God meant it unto good, to bring to pass, as it is this day, to save much people alive." Show by what events God's purpose over-ruled the evil thinking of Joseph's brethren.
2. Give an account of the call of Moses. In what ways had he been prepared for his life work ?
- II. 1. On what occasions were the following questions asked ? Write fully upon the answer given by our Lord in **one** case : (a) " Master, who did sin, this man, or his parents, that he was born blind ? " (b) " If Thou be the Christ, tell us plainly." (c) " The Jews of late sought to stone Thee, and goest Thou thither again ? "
2. Give the substance of our Lord's talk to His disciples after the Last Supper.
3. Two disciples return to their Master, after their first missionary journey. (Write in verse if you can).

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

*The Odyssey of Homer*, Book II., page 16, " Now so soon as Early Dawn . . . gave place to him."



### Composition

1. Write a scene for acting from one of the following novels,—  
(a) *Peveril of the Peak* (omitting characters chosen under Literature), (b) *Lorna Doone*.
2. Some verses, which must scan, on one of the following,—(a), *King Lear*, (b), "*Fenella*," (c) "*Odysseus and Eumæus*," (d) "*The recovery of Gold from the Egypt*," (e) "*Disarmament*."

### English Grammar

- A & B 1. Analyse the following, and parse the words in italics:

"O never say *that Pan is dead!*  
But listen for his pipes instead;  
And listen, listen *till you hear*  
His merry *music*; sweet and clear  
It comes to all the faithful *who*  
Still listen as men used to do."

- A 2. Explain the following figures of speech, giving sentences containing examples of each: *simile, hyperbole, paradox, metonymy, antithesis*.
3. With the help of your anthology, quote examples of the following (a) kinds of feet;—*iambus, trochee, dactyl*, and (b) kinds of verse;—*heroic couplet, ballad metre, iambic tetrameter*.
- B 2. What is (a) an adverbial, (b) an adjectival, (c) a verbal phrase? Give an example of each in a sentence, analysing the sentence simply.
3. "In the main, conjunctions are verb-joining, prepositions are noun-joining." Explain and illustrate with examples in sentences.

### Literature

- A & B 1. "Which of you shall we say doth love us most?" What answer does each of his daughters make to King Lear? Describe the parts taken by **one** of them in the play. Quote lines where you can.
2. Write a page of a diary as kept by **one** of the following: (a) Titus Oates, (b) Sir Geoffrey Hudson, (c) Pepys.
3. Describe "the great Consult" held by Satan for the recovery of Heaven. Quotations.

### English History

- A & B 1. Give an account of Restoration England as regards (a) the landowners, (b) the church, (c) science. (Robinson).
- or, 1. Mention briefly the events which brought the Commonwealth to an end and describe the Restoration of Charles I. (Arnold Forster).
2. "1689 is a year which divides the centuries: it witnessed the break-up of an historic system." Explain and illustrate from the reigns of James II. and William III. Dates. (Robinson).
- or, 2. Write notes on (a) "The Cabal," (b) "The Test Act," (c) "Habeas Corpus," (d) "The Declaration of Indulgence." Dates. (Arnold Forster).
3. Describe the struggle between William III. and Louis XIV. Dates.

### General History

- A 1. "The organisation of the Persian Empire by Darius the Great remains one of the most remarkable achievements." Describe his wise statesmanship. Dates.
2. Louis XIV. "made himself the very mirror of Kingship." Explain, and show in what directions Louis carried out his theory of divine right.
- B 1. Write an account of (a), Humayun, or, (b) Akbar.
2. "Marathon became a magic word." What do you know of the history connected with this name?

### Citizenship

- A & B 1. In what ways may the desires of Approbation, Excelling, Power, (a) help, (b) hinder each one of us? Illustrate from the books you have read this term.
2. Pericles "kept himself ever upright without fault as one that did, said, and consulted that which was most expedient for the common weal." Write a short account of Pericles illustrating this statement by Plutarch.
- A 3. Write what you can about one of the great debts which the world owes to Hellenism.
- B 3. What do you know of the growth of the wool-trade in England, up to the end of the 15th Century?

### Geography

- A & B 1. Draw a sketch map of China, putting in the boundaries, divisions, and chief physical features. Write an account of (a) rural, (b) town life in China. What do you know of the recent unrest in China?
2. "Africa . . . has had unusual difficulties in taking her place among the continents." What does the map tell us of the causes of these difficulties, and what do you know about the ways in which they are being overcome?
- A 3. What proofs can you give of the rotation of the earth? Describe some of the effects of this rotation on the atmosphere.
- B 3. Explain how it happens that "the surface of the earth is continually crumbling away."

### Natural History

- A & B 1. How are the following plants adapted to their surroundings: gorse, marram grass, yellow stonecrop, water buttercup? Drawings.
2. Explain, with diagrams, the terms: *raceme, cyme, umbel*, naming one example of each kind of inflorescence.
- or, 2. How many grasses have you on your flower list? Write fully (with drawings) upon four, and say where you found them.
- A 3. What do you know of the different causes affecting "the making of the mountains"? Diagrams.
- B 3. How does its skeleton show that a snake is a creature of lower structure than a lizard? Give a diagram, and show how this structure is suited to its way of life.



### General Science.

- A 1. What do you know about the evolution of nebulae?
- B 1. "When nature builds, she does not go to work at random. . . . but with perfect order and plan." What do you know about the construction of (a) molecules, (b) crystals?
- A & B 2. Explain fully how blood behaves when you cut yourself.

### French.

- A & B 1. Re-read "Nuit de Noël," (*L'Enseignement Littéraire*, p. 43), then close the book and write a description of a night in June, (a) in the country, or, (b) by the sea.
2. On page 37, pick out and parse fully all the adjectives in the first paragraph of "Mon Père."
3. Write a letter as from Georges Revert to a friend in France, giving an account of his arrival at the trading station. (*La Bête dans les Neiges*).

### Latin.

- A & B 1. Translate: (1) Having pitched our camp we saw the enemy on the shore. (2) Whose ship is it and from what land has it come? (3) They asked if we had taken the city.
2. Either scan lines 9 and 10 of § 49, or, in § 49 find passages between lines 20 and 30 where the sound echoes the sense, saying what they mean.
- A 3. *Æneid*, Book III., (a) Translate lines 84-89 "Templa . . . nostris." (b) Either read the Latin again and write a Latin narration, or, parse *structa*, *da*, *genus*, *mansuram*, *serva*.
- B 3. *A Latin Book for Beginners*, (a) Translate § 52, lines 1-6, "Ridebis . . . reportarem." (b) Read the Latin again, then write a Latin narration.

### German.

- A & B 1. Write, in German, a paragraph about "Das Rotkehlchen."
2. Work Exercise I., page 179.
3. Give the principal parts of the verbs *gehen*, *essen*, *befehlen*, *fallen*, *fliegen*. Make sentences using the 3rd person singular imperfect indicative.

### or, Italian.

- A & B 1. Make sentences using the suffixes,—one, *occio*, *ino*, *cello*, *etto*.
2. Use in sentences the 2nd person singular Preterite Indicative of *essere*, *avere*, *venire*, *stare*, *dare*.
3. Write, in Italian, four sentences about Venice.

### Arithmetic.

- A 1. A coal cellar measures 14 ft. by 9 ft. by 6 ft. and it is two-thirds full. How many tons of coal are there in the cellar if 1 c. ft. of coal weighs 80 lb.?
2. A tradesman bought a certain article for £10. The price he asked for it was 15 per cent higher than the price he paid but he allowed the customer 5 per cent discount for paying cash. What amount of money did the tradesman actually make as profit on the transaction?
3. Find the percentage composition (correct to 2 places of decimals) of Ammonia ( $\text{NH}_3$ ). Atomic weight of Nitrogen = 14.
- B 1. What are the values of, (a) £15.125, (b) £17.8125, and (c) £9.75? By how much is the total value less than £50? Give your answer in £ s. d.
2. If 12 cwt. of steel cost £168 what would 14 cwt. 14 lb. cost?
3. By travelling at 18 knots an hour a steamer completes a voyage in 45 days. How many more days would she have taken if the speed had been reduced by 3 knots?

### Geometry.

1. Prove that the opposite sides of a parallelogram are equal.
2. Show that the straight line joining the middle points of 2 sides of a triangle is parallel to the third side and equal to half of it.
3. ABC and DEF are two triangles such that AB, BC, are respectively equal and parallel to DE, EF. Show that AC is equal and parallel to DF.

### Algebra.

1. Solve the following equations:  
(i.)  $4 - 4(x - 5) = 2(2 - x) - 6$ .  
(ii.)  $\frac{2x - 1}{3} + \frac{4x + 1}{5} + \frac{12 - 3x}{4} = 0$
2. Find a number such that if you add 1 to it and divide the result by 5 you will get the same answer as if you had subtracted 5 and then divided by 2.
3. A man buys 800 bulbs for 2 guineas, some of them at 25 for a shilling, and the rest at 6 shillings a hundred; how many were there of the more expensive kind?

### Picture Study and Architecture

1. Describe "Jacob and Esau," by G. F. Watts.
2. Describe, with diagrams, the characteristic features of (a) the Pantheon (Rome), and (b) a Pompeian house.

### Drawing (with brush and in colour.)

1. A study in perspective, e.g., garden paths, drive, road, with figures.
2. An illustration for "Flaming June."



Music Appreciation.

What music by Dvořák have you heard this term? Write your impressions of any one of the compositions.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem, and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

---

**The Summer Examination is optional.**— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.